



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

777 N. Desert Breeze Blvd. E. #1, Chandler, AZ 85226

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Peggy Warren
Schedule : 7:15 AM to 3:45 PM
Grades : Pre-K-5
2004 Enrollment : 746
Web Address : www.kyrene.org/schools/brisas/brisas.htm
Phone Number : (480) 783-2300
Fax Number : (480) 940-5796
E-mail : mwarre@kyrene.org

Mission

We are committed to developing academic excellence, pride, ownership, belonging, enthusiasm, a spirit of diversity, harmony/joy/respect, a learner-centered environment, meaningful learning, and collaboration/empowerment for all members of our community. As a community, we are committed to fostering an environment that supports the following standards for communication and working together: respect, risk taking, integrity and collegiality.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will increase reading achievement/proficiency in the area of reading fluency.
- ü Students will increase proficiency in math, specifically in computational fluency.
- ü Students will increase achievement/proficiency in writing, specifically the trait of sentence fluency.

Enrollment

October 1, 2003 School Year Student Enrollment : 675
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 153

Instructional Programs

- Ü On-site Special Education
- Ü Structured English Immersion
- Ü Special Education Preschool
- Ü Gifted Education
- Ü All Day Kindergarten
- Ü Technology Based Learning
- Ü Academic Intervention
- Ü Literacy Specialist

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We build collaborative partnerships with parents. Staff and parents work as partners to meet students' needs. We communicate regularly about learning progress. We hold a Curriculum Night for expectations, Portfolio conferences are held twice a year.

Parents

Parents are encouraged to attend school functions; communicate frequently with teachers; help with homework; spend time in the school; visit their child's classroom; volunteer their expertise to help improve their school, serve on school committees.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school or who live where there are major arterial streets and/or intersections. The safety and welfare of student riders is the first consideration in transportation. Bus evacuation drills occur twice a year. All vehicles used to transport students are maintained for safe and efficient transportation service. For safety reasons, parents are encouraged to supervise their children at the bus stop.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü ABITIBI Recycling 1st Place Award	2004
Ü ABITIBI Recycling 2nd Place Award	2003
Ü ABITIBI Recycling 1st Place Award	2002
Ü Web Page Design Award: Century in Review	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2007	75509	99	98	100	540	550	521	7	5	13	18	14	23	30	31	33	45	50	31
All Students (Prior Year)	101	1945	75372	100	98	100	542	545	523	2	3	9	19	15	25	33	37	36	45	45	30
Female	50	980	37013	98	98	100	548	552	522	9	4	12	20	14	24	24	31	33	48	51	31
Male	56	1027	38430	100	98	99	532	548	521	6	5	14	17	15	22	35	31	33	42	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	15	288	30486	94	97	99	534	532	505	10	8	18	10	21	29	40	30	32	40	41	21
Asian/Pacific Islander	11	170	1780	100	98	98	600	573	549	0	1	5	0	9	13	20	27	33	80	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	70	1375	35192	100	98	99	537	555	534	6	3	8	19	12	19	33	32	35	42	52	39
Students with Disabilities	14	193	9708	100	99	100	483	497	489	43	24	32	14	33	27	29	23	24	14	20	17
Students without Disabilities	92	1814	65801	99	98	98	544	554	525	4	3	11	19	13	23	30	32	34	47	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	13	256	36411				528	516	503	0	10	19	10	25	29	60	36	32	30	28	20
Non-Economically Disadvantaged	93	1751	39040				541	554	534	8	4	8	19	13	19	26	31	34	47	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2005	75492	99	98	100	526	533	519	6	5	12	17	10	16	46	49	47	30	36	24
All Students (Prior Year)	103	1951	75221	100	99	100	543	536	523	1	2	8	7	9	16	57	59	56	36	29	21
Female	50	979	37014	98	98	100	534	536	523	4	4	10	13	8	15	45	48	48	38	40	27
Male	56	1026	38400	100	98	99	519	530	516	8	6	14	21	12	17	48	50	47	23	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	15	291	30438	94	98	99	508	523	508	9	6	17	18	14	21	64	55	47	9	25	15
Asian/Pacific Islander	11	167	1773	100	96	98	554	546	534	0	2	4	0	6	10	40	38	50	60	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	70	1374	35177	100	98	99	528	536	528	6	4	8	16	8	13	46	49	49	32	38	31
Students with Disabilities	14	194	9707	100	100	100	488	501	495	38	26	33	38	21	21	13	36	33	13	17	13
Students without Disabilities	92	1811	65785	99	98	98	529	536	522	3	3	10	15	9	16	49	50	49	32	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	14	258	36302				514	515	507	0	12	18	25	16	21	58	54	46	17	18	14
Non-Economically Disadvantaged	92	1747	39164				528	536	528	7	4	8	16	9	13	45	48	48	32	39	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	1993	75053	98	98	99	633	650	597	8	4	7	8	7	12	65	71	72	19	18	9
All Students (Prior Year)	103	1913	73654	100	97	99	550	544	530	4	4	9	3	9	13	73	76	70	19	11	7
Female	50	973	36872	98	97	99	685	682	621	6	3	5	2	3	9	60	70	74	31	24	12
Male	55	1020	38109	98	98	99	584	618	573	10	6	10	14	10	14	69	72	69	8	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	15	284	30235	94	95	98	521	634	575	33	5	9	17	8	14	42	75	70	8	13	6
Asian/Pacific Islander	10	166	1768	91	95	98	747	711	651	0	3	3	0	3	5	56	57	72	44	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	70	1373	35028	100	98	99	644	651	613	4	4	6	9	6	10	67	72	73	20	18	11
Students with Disabilities	14	192	9625	100	99	100	505	531	530	56	19	21	11	20	21	22	58	55	11	2	4
Students without Disabilities	91	1801	65428	98	97	98	646	659	604	3	3	6	8	6	11	69	72	73	20	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	14	257	36077				573	597	566	25	10	10	0	13	16	67	71	69	8	7	5
Non-Economically Disadvantaged	91	1736	38950				642	657	618	6	4	5	9	6	9	64	71	73	21	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2065	76019	100	98	100	527	534	499	3	4	14	27	25	39	18	13	14	52	58	33
All Students (Prior Year)	120	2076	76230	100	97	100	526	528	498	5	3	12	19	25	38	15	13	12	62	60	37
Female	59	989	37207	100	98	100	526	534	499	2	2	12	30	25	41	23	14	14	46	58	33
Male	71	1073	38677	100	98	100	528	535	498	5	5	15	24	25	38	14	12	13	58	59	34
African American	NC	145	3817	NC	97	100	NC	496	475	NC	11	23	NC	43	47	NC	14	11	NC	32	18
Hispanic	21	294	29458	100	97	100	522	513	480	0	5	20	47	39	48	11	14	12	42	42	20
Asian/Pacific Islander	19	156	1673	100	98	99	547	563	531	0	1	4	13	14	29	19	10	14	69	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	78	1403	35880	100	97	100	527	541	515	3	3	7	26	21	32	21	13	16	51	63	45
Students with Disabilities	12	185	9786	100	99	100	469	471	457	20	25	39	70	52	40	0	7	7	10	16	13
Students without Disabilities	118	1880	66233	100	98	99	532	539	503	2	2	11	23	23	39	19	13	14	56	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	20	278	35714				492	497	480	6	8	20	56	48	47	11	15	12	28	29	20
Non-Economically Disadvantaged	110	1787	40266				532	540	513	3	3	9	22	22	33	19	12	15	56	62	43

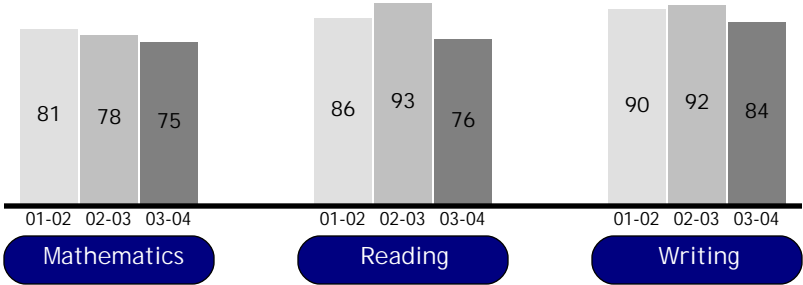
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2069	76020	100	98	100	510	516	503	14	10	25	23	18	23	46	51	40	17	21	12
All Students (Prior Year)	118	2074	76202	98	97	100	523	519	505	8	6	19	18	16	24	48	56	46	26	23	11
Female	59	992	37213	100	98	100	513	519	504	14	9	22	21	18	23	47	51	42	18	22	13
Male	71	1074	38666	100	98	100	507	513	501	13	12	29	25	18	22	45	50	38	16	20	12
African American	NC	146	3819	NC	97	100	NC	501	494	NC	23	37	NC	26	26	NC	46	31	NC	6	6
Hispanic	21	294	29442	100	97	99	503	506	494	16	17	37	37	27	26	37	42	31	11	13	6
Asian/Pacific Islander	19	157	1672	100	98	99	522	530	513	6	8	12	25	11	19	44	48	49	25	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	78	1405	35890	100	97	100	511	518	511	12	7	15	21	16	20	49	53	48	19	23	18
Students with Disabilities	12	185	9784	100	99	100	490	488	485	45	48	58	18	22	19	36	27	19	0	2	4
Students without Disabilities	118	1884	66236	100	98	99	511	518	504	11	8	23	24	18	23	47	52	42	19	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	20	278	35703				498	499	494	26	23	37	42	28	26	21	41	31	11	7	6
Non-Economically Disadvantaged	110	1791	40274				512	518	509	11	9	17	20	16	20	50	52	47	18	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2061	75673	100	98	100	579	581	530	5	5	12	15	16	25	71	69	58	9	10	4
All Students (Prior Year)	118	2048	74692	98	96	99	532	528	502	11	6	18	14	19	27	59	60	47	16	15	8
Female	59	990	37099	100	98	100	608	603	548	0	2	8	14	11	22	70	74	64	16	13	6
Male	71	1069	38441	100	97	99	553	561	513	9	6	16	15	21	29	72	66	52	3	7	3
African American	NC	144	3791	NC	96	99	NC	544	506	NC	14	18	NC	20	29	NC	60	50	NC	5	3
Hispanic	21	293	29305	100	96	99	555	561	507	5	4	16	21	20	31	74	70	51	0	6	2
Asian/Pacific Islander	19	155	1665	100	97	99	620	622	573	0	3	6	6	8	16	75	69	67	19	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	78	1403	35760	100	97	99	581	586	550	6	3	9	12	15	21	73	71	64	9	10	6
Students with Disabilities	12	185	9706	100	99	100	506	486	462	11	24	36	33	31	32	56	44	31	0	2	1
Students without Disabilities	118	1876	65967	100	98	99	585	588	536	4	3	10	13	15	25	73	71	60	10	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	20	277	35541				523	531	504	6	12	17	44	24	31	50	60	50	0	4	2
Non-Economically Disadvantaged	110	1784	40091				588	588	550	5	4	9	10	15	21	75	71	64	11	11	6

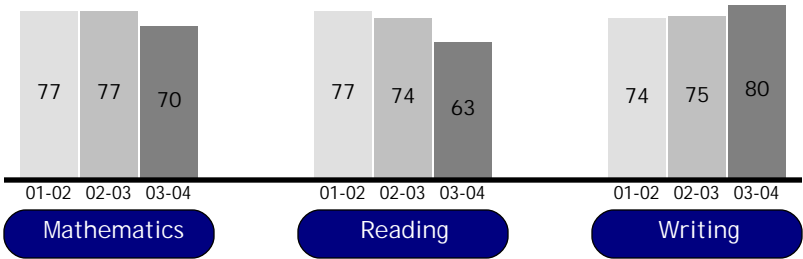
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	49	58	44	92	57	67	50	86	58	NA	58
	Language	94	43	56	39	98	45	60	43	95	44	60	50
	Mathematics	94	56	68	52	97	59	75	57	95	57	76	64
3	Reading	91	65	64	43	95	70	70	47	99	70	NA	55
	Language	91	71	70	50	97	72	72	54	100	68	72	61
	Mathematics	91	71	71	50	95	76	76	54	100	73	78	61
4	Reading	94	69	69	47	97	72	73	52	97	76	NA	56
	Language	94	65	63	45	99	67	65	48	96	67	66	52
	Mathematics	94	75	74	52	99	78	77	57	95	78	78	61
5	Reading	94	66	67	46	96	69	71	50	98	63	NA	55
	Language	94	64	61	43	98	65	65	46	100	58	65	49
	Mathematics	94	82	78	54	98	87	82	57	100	82	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Goals
- Ü School/Community Communication
- Ü Parent/Educator Relations
- Ü Focus Groups
- Ü School Survey
- Ü Strategic Planning--School Goals

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	37.00
Other Professional Staff	.40	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	3	0	0
4 to 6 years	6	1	0	0
7 to 9 years	3	2	0	0
10 or more years	12	16	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 31

Core academic classes taught by Highly Qualified (NCLB) teachers. 31

Teachers with Emergency Certificaton. 2.5

Resources Available at School Site

Special Facilities

- Ü Multimedia Lab/Computer Lab
- Ü Library/Media Center
- Ü Classrooms Networked to Internet
- Ü Read Naturally Lab

Extracurricular Activities

- Ü Chess Club
- Ü Before School Child Care Program
- Ü Drama Club
- Ü After School Child Care Program
- Ü Junior Achievement
- Ü After School Enrichment Clubs
- Ü Art Masterpiece
- Ü Summer Reading Program

Social Services

- Ü Lunch Program
- Ü Counseling Services
- Ü Access to Dist. Family Resource Center
- Ü Health Services
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Strategies implemented to increase reading achievement: Phonemic Awareness instruction, Read Naturally Lab, Summer Reading Program, as well as staff development in reading fluency, phonemic awareness and word walls. Continue focusing on reading fluency.
- ü Schoolwide problem solving strategies were implemented. Overall School increase in number of proficient students: 23%
Overall School decrease in number of novice students: 31%.
All grade levels mastered school goal of math problem solving.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	82	73
Grades 3-4	79	78
Grades 4-5	55	87

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have high standards for student behavior. All students are taught the Lifeskills. A school-wide behavior plan provides consistent administration of the rules and consequences. The school rules are: Respect Yourself, Respect Others, Respect this place. When a student breaks a rule an appropriate consequence is given. Students are taught conflict resolution with the 2nd Step Program. Emergency procedures have been communicated to staff and parents.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Peggy Warren	(480) 783-2300
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Sam Zoubi	(480) 783-2396
Parent Organization	Ronnie Stifel	(480) 783-2300
Student Health/Nurse	Gennifer Guzman	(480) 783-2384

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.